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# HISPANIA

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## SPANISH AS A SUBSTITUTE FOR GERMAN FOR TRAINING AND CULTURE

(A paper read before the Modern Language Section of the National Education Association at its meeting in Pittsburgh, July, 1918.)

*Mr. Chairman, Ladies and Gentlemen:*

It is high time that we, as the recognized representatives of the American educational system, took full cognizance of the need of a reorientation of the modern language work in the schools of our country. Let us hope that our meetings today and tomorrow may be indeed a national conference on the modern language situation, a conference characterized by frank discussion and really constructive suggestions.

When I accepted the invitation of Professor Fife to speak on the topic, "Spanish as a Substitute for German for Training and Culture," it seemed to me unfortunate that two of the words in the topic bore a certain flavor of ill-repute. I refer to "substitute" and "culture." Then I reflected that if such be the case, it is not the fault of us American teachers. "Substitute" in the form of "Ersatz," and "culture" in the guise of "Kultur," had not their origin in our land or language. Substitutes and substitutes for substitutes are offered today in Germany. These substitutes, be they chopped straw for wheat flour, mendacity for truth, paper for cloth, militarism for national freedom, composition for leather, piracy and murder for international law, the "good old German god" for the true God, are all the substitutes of an inferior for a vastly superior article, quality or principle. It is in no such sense, I assure you, that I offer Spanish as a substitute for German in our educational scheme. I

offer a superior for an inferior article to provide training and culture for American youth.

We in this country spell culture with a *c*. We have rejected unmistakably the *k*, despite the claims made for the *k*-form of the word by such persons as Dr. Hexamer, president of the German-American Alliance, who said in November, 1915: "We will not permit our Kultur of two thousand years to be trodden down in this land (the United States). Many were born here and are giving our German Kultur to the land of their children. . . . Let everyone be strong who steps forward and battles for German Kultur. Let him be strong and German. Consider, you German pioneers, that we are giving this people here the best thing that there is on earth—German Kultur." We have declined without even tendering thanks in return for the offer. So I say, it is of culture spelled with a *c*, in the United States, in France, in England and in South and Central America that I would speak today. And in the development of that culture, the study of Spanish is to play an increasingly large part.

What did—I use the past tense—what did the study of German provide in the way of training and culture (with a *c*) for Americans? To offer fittingly a substitute we must know the worth of the original. The advocates of German told us (and still tell us, some of them) that the study of the German language produces more brain loops than does the study of any other modern language; that the intricacies of noun and adjective declensions and of word order develop in some way mental power that can not be developed in French, or Spanish, or Italian. But if such points make for superiority in an instrument of training or discipline, Latin and Greek are far superior to German. I note, however, no strong claims were made that the study of German developed, as a reflex, precision and clearness in expression in English. No; we must turn to French for those qualities. The study of German, because of the cumbersome and awkward word order of the language, made for indirectness rather than directness in English expression. As Oliver Wendell Holmes said: "German is a language that goes stern foremost except under the most expert direction." Nor has the study of German contributed to an insight into English word formation and derivation. A knowledge of Anglo-Saxon provides, it is true, that insight into the origin and history of English words.

The languages of the high school curriculum that afford most insight into the derivation of English words are Latin and French and Spanish.

This much for the value of the mental training offered the American student by a study of German. What of the cultural value, spelling culture with a *c*?

The cultural value of any language lies very largely in the literature written in that language. I am the first to admire the writings of Germany's Golden Age of literature, the works of Goethe, Lessing and Schiller. I shall never forget the genuine enjoyment I experienced in my college days in reading Goetz von Berlichingen, Faust, Hermann und Dorothea, etc. The sheer beauty of Goethe's lines, hampered though it is by the awkward medium of expression, is a pleasant memory. But Germany has so sadly changed since Goethe's day. And I like to believe, and do believe, that did he but live today, his invective against present-day Germany would bring terror to those who have worshipped at the shrine of Hauptmann, Sudermann, Nietzsche, Treitschke, Bernhardt and all their inglorious ilk, whose preachments in various forms have so foully poisoned their fellow-countrymen. But since neither Goethe, nor any other has risen from the dead or from among the living to cleanse Germany of her dread disease (which, of course, has penetrated deep to the roots of the whole German nation), it is folly to urge the further study of German in the United States for the sake of culture. The American people of today and of many generations to come will be in no mood to listen to pleas that German be taught so that young Americans may read at first hand Goethe, Schiller, or Lessing. As the person in charge of modern languages in the high schools of New York City since February, 1917, I have had to face this problem of what to do about the study of German more directly, possibly, than some of you. Until the middle of the past school year, I felt it would be unwise to have German removed from our schools, chiefly for the value inherent in the older and worthier German literature. I realized that my stand was not a very tenable one, and as time passed, I saw more clearly the weakness of that view. Finally I appeared with others before the Board of Superintendents and asked that they discontinue the teaching of German in the high schools (it with other foreign languages had already been removed from the elementary schools), by allowing

no more beginning classes in that language to be formed beginning with September, 1918. That Board so ruled by a vote of 7 to 2 and the Board of Education unanimously adopted a resolution to this effect.

The German language, the German literature, German art, German universities, German science, German culture and the entire German civilization have been vastly over-rated here and in other lands. We have had far too much teaching of German in our schools. It was fast becoming the second language of our nation. And I personally believe that it was taught chiefly for the purposes of furthering propaganda originating in Berlin. We need German, I believe, and only to a limited extent even there, in our colleges and universities. It is fast approaching zero in the high schools and will soon disappear altogether and should so disappear from those schools so far as any value it may have for purposes of training and culture. Other subjects will supply plenty of training and culture that does not bear the mark "made in Germany." The question is, What shall we put in place of this subject which occupied so ample a position in our program? I would say French and Spanish; also Italian and Portuguese. We have had far too little of the teaching of these languages. I cannot refrain from asking at this time whether, after all, there has not existed a greater real community of ideas and ideals than was suspected until recently, between our own Anglo-Saxon race and those peoples that speak in tongues derived from that of the Romans, the Americans of other days.

I realize that many educators would substitute for German the study of Latin or Greek. I assure you I do not decry the study of Latin. There is much I should like to say on that score, but time lacks. I must content myself with saying that I believe a Romance language (preferably Spanish, because of its greater similarity to Latin) should be studied first as a foundation from which to build *up to* Latin. Briefly, the times in which we live, the children we have to teach in high school, and the principles of pedagogy and psychology that we all accept, indicate the validity of that view.

But another compelling reason why the ancient languages should not be given the place left vacant by German is the great national need of a knowledge of Romance languages. We are a world power now and forever shall be. Our "splendid isolation"

as a nation, about which we used to boast, is gone forever. Our relations with countries of Latin origin daily are growing more intimate. We are committed to rebuild the devastated regions of France. That will bring about years more of the close association already prevailing so gloriously with the French people. When the millions of our boys return home victorious they will constitute, with their smattering of French and their admiration for France, a tremendous factor that will encourage the study of French in this country as it has never before been encouraged. We are building the greatest mercantile fleet the world has ever seen. These ships will carry men and munitions to France. Then they will bring our men home. Then what? Then this great fleet will be turned into the channels of international commerce. Where will it go, carrying our flag and our goods? To England, to France and to South America. But all that immense trade will be greatly hampered if it is not looked after by those who understand the languages of our chief customers—the Spanish, French, Portuguese and Italian peoples. Would we, then, diminish the amount of modern language study, because we shall need only a very limited amount of German henceforth? Decidedly not. And it behooves us to see that not less, but more, study of modern languages is undertaken in our schools.

But what does Spanish offer for training and culture, as one of the languages that is replacing German in the curriculum? Spanish has been as much underrated in this country as German was overrated.

Let us consider training first. By training, I shall understand mental training or discipline and not training for commerce. We all admit the necessity of Spanish in commercial training, even those who would concede nothing to Spanish as an instrument of discipline or culture.

The study of Spanish effects the same linguistic training as does the study, say, of French. It is not an "easy" language, contrary to the somewhat commonly held opinion. There are two reasons for the belief that Spanish is easy: (1) Spanish has usually been studied only in colleges and then only as a second, third, or even fourth foreign language, when its acquisition is naturally much easier than when it is studied as the first foreign tongue; (2) one who examines only the surface indications of the language is apt

to be deceived by the *apparent* simplicity of its phenomena. These surface indications, like the outward show of many things, are deceptive. But many teachers and administrative officers in our schools, influenced possibly by the advertisements of cheap schools and cheap publishers which proclaim that Spanish can be learned in a week, or by the fact that through their former study of Latin or French they are able to decipher the approximate meanings of several words on a printed page of Spanish, have erred in urging pupils to take Spanish because "it is easy." Johnny, whose record in the elementary school is lamentable, is told by the teachers of that school when he leaves for high school: "Well, Johnny, you had better choose Spanish when you go to high school. It is the coming language. Besides, it is easy." So the boy "has a try at" the coming language, which overwhelms him coming and going, for he soon goes from the high school, which he probably should never have entered. Or the high school principal, who beholds before him an array of earnest young citizens who desire "to take Spanish," says to Miss Jones: "You know Spanish, do you not?" Miss Jones admits having been exposed to the language once in the dim past, during a year or half-year course in XYZ college, or during six weeks at hard labor on the language in a summer school course, and is therefore given a free hand to teach the Castilian tongue. Later they wonder why interest flags and results are poor in the Spanish classes, when "Spanish is so easy"! We also hear of principals or heads of departments who assign to Spanish classes students who have wrestled unsuccessfully with Latin or French or German, or with two, or even all three, of those languages. Now another struggle begins for our polyglot student. He murders the speech of Cervantes fully as impartially as he did that of Goethe or Cicero or Molière; or he unhesitatingly imparts to Spanish words that pronunciation of combinations of letters which he developed so marvelously in the French course which he pursued but never caught. His brain contains a fearsome mixture of words taken from various languages of Western Europe. If an American boy cannot learn French, he cannot master Spanish; if a girl cannot learn Latin, she cannot acquire Spanish. *An eleventh-hour inoculation with Spanish will not save weak students from a linguistic death.*

Why is Spanish not an easy language, either to learn or to teach? I purpose to be specific in replying to this question.

Take pronunciation first. Spanish is not easy to pronounce correctly. There are those who say that one can learn to pronounce Spanish correctly after three lessons. Permit me my doubts. I see too many students struggling, after two years of study, with the simple matter of syllabic stress, with the correct production of *b* and *v*, with the *r*, with the open and closed sounds of *e* and *o*, with final *s* and intervocalic *d*, too many by far, I say, to allow myself to believe that it is easy to pronounce Spanish correctly. And teachers, too, do I see, who, after considerable experience with Spanish are still sorrowfully lacking in a correct pronunciation. The lightness of touch on the consonants, the predominance of vowel sounds, the elision of vowels which is not represented graphically to the eye, as it is in French, the distinctive intonation of the Spanish sentence,—all these are factors making Spanish particularly difficult to catch with the ear as well as to pronounce correctly.

Then take Spanish grammar. The more one knows of Spanish, the more difficult does one realize it to be. The great stumbling-blocks in the inflection of Spanish are (1) irregularity of verb forms, including especially the radical-changing verbs, and (2) the object pronouns, forms and positions, especially two object pronouns in the third person. In the matter of syntax, one must mention (1) the extraordinarily frequent use of the subjunctive, and (2) the freedom and the niceties of word order, almost Latin, certainly neo-Latin, in nature. Let us take for a moment the matter of the use of the subjunctive, comparing it with, say, the use of the same mood in French. Besides using the subjunctive in all places that French does, Spanish requires it in the following cases where French does not. I speak of ordinary usage, not of exceptions.

First, in main clauses. (1) In all polite commands, negative or affirmative. French uses the imperative. (2) In all negative commands, polite or familiar. French employs the imperative. (3) In all hortatory or "let us" expressions. French uses the imperative, first person plural. (4) In the conclusion of a conditional sentence contrary to fact the imperfect subjunctive, *r*-form, is used as much as is the conditional. In these sentences the French employs only the conditional in the conclusion.



Second, in subordinate clauses. (1) After the adverbial conjunction *when*, the time being indefinite or future. The French requires the future indicative. (2) After verbs of supplication or entreaty. French uses the infinitive. (3) After verbs of command. French usually employs the infinitive. (4) After expressions of causation. The French usually has the indicative. (5) In the if-clause of a conditional sentence contrary to fact, where one or the other of the imperfect subjunctives is necessary. French requires the imperfect indicative.

An important fact to bear in mind in such a comparison, be it brief or detailed, is that in Spanish the present subjunctive always differs from the present indicative as to forms, while in French this is not the case in the first or more common conjugation, in which the two moods are identical in all the singular and in the third person plural. We must also remember that there are two imperfect subjunctives in Spanish, used with equal frequency, and a future subjunctive, which is, however, seldom used.

Take the matter of idioms. An idiom is defined as: "An expression peculiar to itself in grammatical construction; an expression the meaning of which cannot be derived from the conjoined meanings of its elements." Of such expressions the Spanish language sometimes seems to be almost entirely composed. Hardly ever does one who has had painfully to acquire his Spanish take up a Spanish novel without finding in an hour's reading a dozen idioms new to him. In a list of fifty idioms chosen at random in the work of a modern writer of Spain or Spanish America, ten of them will be beyond the comprehension of one not born and reared in a Spanish land. One despairs of mastering all those locutions that are found in highly literary works. These idioms are most perplexing; they defy all analysis; they are elliptical to a marked degree; they are full of teasing turns and queer quirks that are oriental, intricate, even mystical. Into some of them is condensed the experience of a whole epoch of Spanish history. And many of them, especially those containing verbs, are as frequent in the use of Spanish as are trees in a tropical forest. I could cite you many, but I spare you.

Take the matter of vocabulary. For variety of terms, for wealth of synonyms, for depth and range, for an ever-changing growth and flexibility, the Spanish vocabulary seems to rank second only

to English. It takes years for a foreigner to encompass the literary vocabulary.

Take sentence structure. This seems to be more nearly that of the parent language than is that of any other Romance language. The freedom of word order is striking and, to the beginner, particularly perplexing. This includes: the subject after the verb in declarative sentences; the frequency of the use of the "ablative absolute"; the frequency of present participle phrases; and the common occurrence of infinitive phrases introduced by *al* or *por* and having a noun or pronoun subject where the English requires a clause with a finite verb.

Because, then, of its pronunciation, grammar, idioms, vocabulary and sentence structure, Spanish affords an excellent medium for imparting that particular kind of mental discipline which is given by linguistic study. At the same time, a student comes in time to acquire the language in a manner and to an extent that he never acquires German. After three years of the study of German, how many high school students have really been fitted to pick up a German novel or newspaper and read it readily and understandingly? Not many. A student of Spanish can, in spite of the difficulties of the language which I have mentioned, learn Spanish sufficiently well to read ordinary Spanish prose in novel or newspaper without any great amount of difficulty.

The characteristics I have mentioned work together to make Spanish worthy of the most serious mental effort. The study of this language will develop as many brain loops as will the study of Sanscrit or Russian. It all depends, of course, upon the efforts put forth by the student and upon the quality of the teaching. Even the most ardent devotee of the great god Discipline cannot reject Spanish on the ground that it offers no material for mental training. They should investigate thoroughly the matter whereof they speak before even beginning to speak. I would recommend to those who doubt the disciplinary value of Spanish a course of study of the language for at least four years.

I pass now to consider what Spanish offers on the cultural side.

First, in the Spanish language is expressed one of the great literatures of the world. It is not inferior even to the boasted German literature, in antiquity, in range, in depth, in originality, and in present-day wealth. Spanish literature has most profoundly af-

fected that of England and that of France. In England Ben Jonson, Thomas Middleton, Cyril Tourneur, Nathaniel Field, and many others of Elizabethan days drew upon Spanish authors of their time for material and inspiration. In France, from Rotrou and Lesage to Victor Hugo and Rostand, the indebtedness has been great on the part of Frenchmen to Spanish men of letters. The great Corneille and the greater Molière hesitated not to borrow, and freely, too, from Alarcón, Lope de Vega and Guillén de Castro.

What did Spain produce of epic poetry? The *Poema del Cid*, one of the three great epics of the world. In unity of plan, force, simplicity, and high idealization of its hero, this old poem is second to none. This first great monument of the literature of Spain gives just cause for the highest esteem for the early *litteratos* of the Peninsula. And four hundred years later Alonso de Ercilla y Zúñiga proved himself a worthy continuator of Spanish epic verse when he produced the first and only epic poem dealing with the life of the New World, the *Araucana*. Even Voltaire admitted in his introduction to the *Henriade*, that the *Araucana* was an excellent poem of its kind.

Who produced the greatest tale the world has ever read? Was it not that one-armed soldier, hero of the battle of Lepanto, Miguel de Cervantes de Saavedra? That creature of his brain, that sad-eyed Knight of La Mancha, stands forth as vividly in the pages of fiction as does Hamlet amid all the dramas of all the world. Each character in its own way, though in different guise and speech, pictures to us the sum total of the comedy and tragedy of man here below. Unfortunately, possibly, this book, second only to the Bible in circulation, has overshadowed, because of its wide appeal, many other equally fine works of the time of Cervantes and even his own remarkable *Novelas Ejemplares*.

Who, so far in the history of the human race, has been the most prolific writer of clever dramas? A Spaniard, Lope Félix de Vega Carpio, "the prodigy of nature," as he was called, who endowed his country once for all with a national drama, one that is rightfully called one of the three great national dramas of the world. It is known to you how he produced 1800 plays, besides 400 *autos sacramentales* and many *entremeses*, turning out more work than all the other writers combined of the Elizabethan period. And to this marvelous facility was joined unsurpassed ingenuity of

plot. Calderón, Tirso de Molina and others of scarcely less rank, continued the work of Lope. The modern drama of Spain is well represented by Tamayo y Baus whose *Drama Nuevo* is one of the great works of all literature, and by Echegaray, winner of half of the Nobel prize for literature in 1904, and at the present day by the Alvarez Quintero brothers, and by Jacinto Benavente, who is fondly called, and with reason, the modern Shakespeare. Some of Benavente's works are already available in English and they are hailed everywhere as the product of a mighty genius. In the contemporary drama what author of any land can rival the work of Martínez Sierra, the modern interpreter of Spanish character, the poet and dramatist who extols the virtues of women and idolizes motherhood in such charming productions as *Canción de Cuna* and *Mamá?* And in the field of poetic drama who is there in Europe that can rival the national dramatist of modern Spain, Eduardo Marquina, who like Zorrilla in the XIXth century now sings the glories of old Spain?

In what literature is found "the richest mine of poetic ballads in the world"? In that of Spain. The *romances* and *cantares* of the fifteenth and sixteenth centuries, found in numerous *cancioneros* and *romanceros*, were written by court poets in imitation of the old popular *romances* of tradition, few examples of which were ever preserved in printed form; and they afford some of the finest examples of pure lyric beauty, coupled at times with a heroic but simple grandeur, that can be found in the literature of any tongue. This great fund of ballad poetry has been an inexhaustible source of inspiration to poets in and out of Spain. In recent times, Espronceda, Campoamor, Núñez de Arce, José María de Heredia, Antonio Machado and Juan Ramón Jiménez have produced lyrics that stir the heart and quicken the emotions as few lyrics do.

What nation laid the foundation of the modern novel and later brought it to its fullest perfection? Spain. The picaresque tale of early Spanish literature was the beginning of the *genre*. The *Lazarillo de Tormes*, *Guzmán de Alfarache*, *Pícara Justina*, *Marcos de Obregón*, and Cervantes' *Novelas Ejemplares* set the standard for all nations in the novel of adventure and intrigue. Spain has been called the home of the novel and at the present day she still holds, despite her political eclipse, her high place in the world as a producer of short stories and novels. Palacio Valdés, Valera,

Pereda, Fernán Caballero, Alas, Azorín, Pardo Bazán, Pío Baroja, Pérez Galdós, Valle-Inclán, and Blasco Ibáñez, to mention no others, have produced some of the best fiction of the world during the past seventy-five years. Our own beloved critic, William Dean Howells, says of modern Spanish fiction:

Take the instance of another solidified nationality [having mentioned the Germans previously], take the Spanish, and you have first-class modern fiction, easily surpassing the fiction of any other people of our time, now that the Russians have ceased to lead.

It is true that even the names of many of the writers I have mentioned are usually unknown to the North American, though he may be a well-educated man, so closely have our schools adhered to the literary traditions of England, France, and Germany. Spanish literature contains riches long neglected in this the most northern of the Americas, but fully appreciated and ardently cherished in the Americas to the south. Any fairly well educated Spaniard or Spanish-American will talk with you by the hour, with astounding enthusiasm and keenly appreciative judgment, about the literary work of Spanish-speaking peoples. And the idea that Spanish countries of the Western Hemisphere have, many of them, a literature of distinctive merit seems never to have crossed the mental horizon of most people of our land. Rubén Darío of Nicaragua, José Santos Chocano of Peru, José Enrique Rodó of Uruguay, are probably names unknown to most of you. And yet the work of these contemporary writers is recognized by those who know Spanish as of the very highest order. In this connection it is in place to quote the words of our versatile Secretary of the Treasury, Mr. McAdoo, who said before the National Education Association in July, 1916:

At the present time we rarely think of citing Latin-American publicists and scientists. Practically no reference is made to Latin-American literature. We pay little attention to the currents of thought of Central and South America; unmindful of the fact that important contributions have been made and are constantly being made in every department of literature and scientific effort.

And a recent editorial of the *New York Times* said, on the occasion of the visit to this country of the Mexican editors:

We see in every one of them [the Spanish-American countries] an élite of statesmen, scientists, poets, novelists, journalists, scholars—a sober and frugal population.

And this leads me to take up now the second cultural value which a knowledge of Spanish has for us. Such a knowledge provides the key to an understanding of a great race, in Spain and Spanish America, a race that has much to contribute of help to us and the world at large.

The qualities of this people, as evinced in their history, traditions, literature, art and customs are (1) genuine courtesy. This courtesy springs from the heart and is manifest, even among the lowly, in the most considerate attention to the needs of fellow creatures, especially when these fellow creatures happen to be foreigners in need of advice or information. Real consideration of the rights of others is the basis of this courtesy. (2) Marked love of democracy. The Spanish, wherever you find them, are one of the most democratic of peoples, contrary, possibly, to the preconceived notions of many North Americans. A feeling of equality with all human kind lies deep in the Spaniard's heart. "All men are born free and equal" seems to be legible in the attitude of quiet dignity and self-respect that the Castilian always maintains. (3) Sobriety, industry, and long patience. The Spaniards of Spain have had much to endure in the last 450 years in the way of misgovernment, but through it all they have plodded along, each bearing his burden philosophically. The Spanish dance, the click of the castanets, love scenes at the barred window, the bull fight, general indolence and the music of guitars—these are the things that in the minds of most North Americans typify Spain. But the sturdy, steady workers of sun-baked Spain, who painfully till a soil that frequently lacks water to a sad degree, the economical, shrewd small merchant, the skillful sheep raiser, the miner employed in the mines of mercury, copper, sulphur, antimony, tin and cobalt, the orange and olive grower, the energetic business man of Barcelona, the cultured, unassuming, university professor and the man of letters, the iron-worker of Bilbao, the sea-going Asturian, and the patient Gallician (who was the best laborer that Colonel Goethals had in the construction of the Panama Canal)—these represent the real Spain of today. The Spain of history, discovering, exploring Imperial Spain, who undertook too much even for her great strength and thus met ruin, the Spain of the days when the sun scarcely set upon her wide domains, that Spain has gone and a new Spain is here under the leadership of a most democratic and able king, and we,

and all the world will have to take into reckoning this new Spain in the pregnant years of the coming decades. A people that possesses the qualities that I have mentioned has indeed much to contribute to the sum total of the world's progress. And for a broad and deep comprehension of Spanish America, the first essential is an understanding of the ideals and history of the mother country.

But much more shall we have to take into account the daughters of Mother Spain, those Spanish-speaking republics to the south of us, with whose fate our own is inextricably interwoven, come what may out of the present world crisis. If there were ever any doubt of the truth of such a statement prior to August 1, 1914, that doubt has now forever vanished. These republics are the incarnation of the best of Hispanic thought and culture and in addition they have deeply drunk of the New World freedom. Before many months shall have passed there probably will be thousands of the young men of Hispanic America in training on our own soil to help us fight in Europe the battles of liberty. All but three of the countries of South America have either declared war upon Germany or broken off relations with her. Countless currents of common interests are daily serving to draw all the twenty-one cis-Atlantic republics more and more closely together. Our ideals are the same, our hopes are identical, our lines of progress are parallel if not convergent.

Experts in law know how great was the service of Spain in preserving to the world the best of Roman law, today the basis of the legal procedure in Spanish lands. Spanish painting and Spanish architecture have given to the world some of the choicest media of culture to which I can but allude now in passing.

There is but one instance in the history of the modern world in which eighteen nations have sprung from one mother nation and have continued successfully as independent nations, individual and separate, and yet bound by the ties of high ideals and a common language. That mother is Spain and those eighteen nations are our Spanish-speaking sister republics of the New World. And yet there are those who would belittle Spanish civilization! It is high time that any attitude of superiority on our part were stopped effectually and once for all. There existed once a slanderous lie that said that France was a decadent nation. And all those who so thought have been forced, some in sorrow, others with joy, to re-

fashion their opinions. Those who would say that Spanish peoples are decadent or uncultured will, likewise, in due course of time, be compelled to change their manner of thought.

So I say that the cultural value of Spanish is very great, for (1) it offers us a literature that is one of the great literatures of past and present times, and (2) it offers a medium of close contact with a race that has spread its civilization more widely, perhaps, than any other race except the Anglo-Saxon.

Spanish for training and culture is beginning to be appreciated as it ought to be. And yet there are those who claim emphatically that it deserves a place in our schools only in commercial courses. It is, of course, inspiring to know that in teaching Spanish to our youth, we are teaching the language of nineteen independent nations, that we are, therefore, teaching a language of great practical and commercial value. In port cities and in manufacturing centers where articles are made for export to Spanish lands, Spanish will continue undoubtedly to be of more importance in the conduct of business in the Western World than any other foreign language except English. Our imports from the South American countries, not including Central America and the West Indies, jumped from 217 millions in 1913, to 542 millions in 1917, and our exports increased from 146 millions to 259 millions. Of course, the circumstances have been peculiarly favorable for this wonderful increase in trade. And we cannot hold it easily after the war. To hold it, to increase it, we must adopt the methods of some of our competitors. Our traveling salesmen, like those of Germany, must be fluent in Spanish, acquainted with the customs, the ways of doing business, the likes and dislikes of South American peoples, for all of which the very first requisite is a knowledge of the Spanish language. We must train our young men so that they may do business in Spanish America. We must train our young men and our young women in Spanish correspondence and in South American economic and political history. It is absurd to say, as some do, that a training in French provides a means of contact and correspondence with Spanish America. But the study of Spanish offers far more than a means of increasing national or personal efficiency or wealth. This is the era of the practical that is also disciplinary and cultural. Therefore Spanish with its admittedly great practical value and its disciplinary and cultural values, which I believe I



have demonstrated, is peculiarly suited as a subject of study in every American school from the junior high school to the university. Mr. McAdoo, in the same speech to which I have already referred, said:

The teaching of Spanish should be made compulsory in our public schools; in fact, a resolution was unanimously adopted by the International High Commission at Buenos Aires recommending to each Government that in all schools supported by public funds or aided in any way by public funds the study of English, Spanish, and Portuguese should be obligatory.

I do not know whether Mr. McAdoo had in mind at the time he spoke the elementary schools as well as the high schools. If so, I beg respectfully to dissent from that view. I believe no foreign language should be taught in the elementary schools. Americanism and the three R's, if you will, should be the subjects taught and taught thoroughly well in such schools. There is no room or time for teaching foreign languages. I also would amend his statement to read that either Spanish or French, or Spanish and French, should be made compulsory. For I believe that these two languages should go hand in hand in our curriculum. There can be no quarrel possible between the advocates of these two languages, though there are those specialists in German who have sought to sow dissension between these two groups of teachers. I speak at this moment as the president of The American Association of Teachers of Spanish and as a trustee of the French Union of the French Institute in the United States.

I cannot close without a word of warning to teachers of Spanish. Already the demand for teachers of Spanish exceeds the supply. Already teachers born in Germany are said to be writing Spanish textbooks for use in our schools. Already teachers of German who find themselves without classes are turning to the teaching of Spanish and are going in large numbers to summer schools and extension courses in order to learn Spanish. I say beware, *if* these teachers are of German birth or German sympathies. Beware of this "peaceful penetration" lest the teaching of Spanish in this country, while still in its early stages, undergo the fate of Spain, a nation that is inhibited from being herself, because of German influence and propaganda. You see how peculiarly attractive, then, the Spanish language is to German teachers. We do not want Germanic Spanish. We want the Spanish language taught in this country by teachers born and trained either in the United

States or in a Spanish-speaking land. We do not want the Spanish word *cultur* to be written with a *k* or pronounced with a German accent. I speak frankly, for it is a time that requires frank speech.

In conclusion: We have in this country overrated the value of German and underrated the value of Spanish, as media of discipline and culture. The times have changed. We now see this matter along with many others in its true perspective. The highest interests of our own people and of all the peoples of all the Americas demand that the youth of our land become acquainted at the earliest possible moment with Hispanic civilization, Hispanic peoples, Hispanic literature and language, all taught so as to contribute to the *betterment of our own national life*. They will then be trained and cultured in the way the times demand and they will help to spread in this hemisphere in a most effective manner not Pan-Germanism, but Pan-Americanism.

LAWRENCE A. WILKINS

NEW YORK, N. Y.